

THE EFFECT OF ATTITUDE AND INTEREST TO LEARN ON STUDENT LEARNING ACHIEVEMENT (SURVEY IN PRIVATE JUNIOR HIGH SCHOOL, IN DEPOK CITY)

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ABSTRACT

This study is a survey which aims to find and analyze empirically Influence Attitudes and Interest in learning together the learning achievement of social sciences (IPS). The research method used was a survey, with an affordable population of class VIII students in 2 Private Junior High Schools in Depok city with a sample of 71 students. Data were analyzed using multiple regression techniques. The researchers conducted in March 2018 to June 2018. The results showed no significant influence attitudes and interest in learning together on learning achievement IPS private junior high school students in Depok city. This is evidenced by the acquisition of the Sig. 0.012 <0.05 and F count > F table or 4.713 > 4.00.

Keywords : Attitudes, interest to learn, learning achievement of social sciences

INTRODUCTION

Education is a conscious effort carried out by adults to develop the potential of human resources through teaching activities held in all applicable units and levels of education given to students to lead towards reasonable maturity. Education has a very strategic role in realizing the ideals of the Indonesian people in realizing public welfare and educating the life of the nation. The government formulated in the law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Article 8 which explains that education is carried out in order to achieve a common goal, namely: National education functions to develop skills and shape the nation's character and progress that are useful in the intellectual life of the nation, with the aim of developing potential students to become believers and fear God, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen.

Efforts to improve the quality of education is a government policy in an effort to improve the quality of human resources. For this reason, systematic efforts are needed in the education sector. Education is not only the responsibility of the government but is a shared responsibility between parents and the community. Education in the global era requires human resources capable of achieving and competing in information technology, communication and knowledge transformation has given tremendous influence on aspects of people's lives.

The existence of good quality education is driven by student achievement in each level of education. With the existence of good learning achievements will encourage the quality of education to increase. Overall learning achievement is the hope for every person in the field of education. Efforts to improve learning achievement are carried out on all subjects including Social Sciences subjects.

Social Sciences is a subject that plays an important role for the smooth learning process and for the future. Social science is knowledge about everything related to society. In Indonesia social science lessons are adapted to various social perspectives that develop in the community. Thus students who study Social Sciences can appreciate the present with the knowledge of the past of humanity. But the reality that is happening now in the process of social studies learning at the junior high school level shows that the teaching staff are not optimally utilizing learning resources. The social studies learning process tends to still be centered on books, teachers and monomedia, so students tend to think that learning Social Sciences is very boring, monotonous and unpleasant, too much memorization, and not varied. This gives rise to negative attitudes of students which lead to low interest in student learning.

A positive attitude towards what students learn will make it easier for students to remember lessons so that behavioral changes occur as a result of their learning experiences, because "memory is the retrieval of information previously obtained" (Slameto, 2003: 111). Changes in the learning of Social Sciences in the classroom by the instructor with more innovative, creative and fun, will improve the attitudes and interests of students' learning towards Social Sciences subjects. For students to be positive, the tendency of behavior to approach, like, expect certain objects. While negative attitudes tend to stay away from, avoid, hate, or dislike certain objects.

Learning achievement is influenced by interest. Interest is the desire of the soul for an object in order to achieve something that is aspired. This illustrates that a person will not achieve the intended goals if there is no interest or desire in the soul to achieve the desired goals. Slameto (2003: 180) argues that "Interest is one feeling more like and feeling related to a thing or activity, without being told. Interest basically is the acceptance of a relationship between yourself and something outside of yourself. The stronger or nearer the relationship, the

greater the interest. With regard to learning activities, interest becomes the driving force for achieving the desired goals, with interest in learning objectives achieved.

LITERATURE REVIEW AND THEORIES

Learning Attitude

The nature of learning attitudes is behavior that arises as a response (affective) to an object whether it is positive or negative. According to Thrustone quoted by Ben Walgito (2003: 126) states: A degree of affection both positive and negative in relation to psychological objects. Positive affection is happy affection while negative affection is unpleasant affection. So that objects can cause various levels of affection in someone.

In the large Indonesian dictionary (2005: 1303) "Attitudes are actions and so on based on the establishment (opinion or belief)". According to Muhhibin Shah (2008: 120) said that "Attitudes in the narrow sense are mental views or tendencies".

In learning the most important is the process not the results obtained. This means that learning must be obtained with their own efforts, while others are only as an intermediary or supporter in learning activities so that it can succeed well. According to Trow in Djaali (2002: 144) "attitude is a mental or emotional readiness in some types of actions in the right situation". According to Allport in Djaali (2002: 114) "attitude is a mental and nerve readiness that is made available through experience and gives direct influence to individual respondents to all objects or situations related to that object. Learning attitude determines the intensity of learning activities. Positive learning attitudes will lead to higher activity compared to negative attitudes. The role of attitude not only determines what someone sees but how he sees it. Effective aspects of attitude are a source of motives.

Positive learning attitudes can be equated with interests, while interest in facilitating the learning of students who are lazy, unwilling to learn and fail in learning, is caused by lack of interest. Positive learning attitudes are closely related to interest and motivation. Therefore, if other factors are the same, students with positive learning attitudes will learn more actively and thus will get better results compared to students who have negative learning attitudes (Djaali, 2002: 114-115).

Attitude is one of the factors that influence learning outcomes, which determine how individuals react to situations and determine what individuals look for in life. Slameto (2003: 189) defines three components of cognitive, affective and behavioral components. Attitudes are always regarding an object, and attitudes towards this object are accompanied by positive or negative feelings. This attitude then underlies and drives towards a number of actions that are related to each other.

According to Slameto (2003: 190) The attitude of learning is important because it is based on the role of the teacher as an author in the teaching and learning process ". The attitude of learning is not only the attitude shown to the teacher but also to the goals to be achieved, the experience of students in the subject matter, the activities of students in the learning process and carrying out the tasks given by the teacher. Student learning attitudes will be in the form of a picture of feeling happy or unhappy, agree or disagree, like or dislike it. This attitude will affect the learning process and results it achieves.

Interest to learn

An activity without being based on interest, will make the activity feel heavy and boring, but if the activity is based on interest, then the activity will feel good. Slameto (2010: 180) argues "Interest is a feeling of being more like and feeling interested in something or activity, without being told". According to Djaali (2004: 122) "Interest is a feeling that wants to know, learn, admire or have something". Winkel (2006: 212) argues "interest is the tendency of subjects who settle to feel interested in a particular field of study or subject matter and feel happy to learn learning material". According to Witherington (1981: 124) Interest is "a person's awareness of a problem or a situation that is related to him. Interest must be seen as something conscious, if not then interest has no meaning at all ". Therefore, knowledge or information about someone or something object must have existed earlier than interest in people or objects. Students must feel aware that information about the lessons their teacher will give in the class they like must know first. According to Slameto, (2010: 2) "interest is a feeling of being more like and feeling interested in a tool or activity without being told". The interest in directing actions to a goal is an impetus for these actions. Interest is able to give encouragement to someone to interact with the outside world which is interesting to know.

According to some of the opinions above, it is concluded that interest in one of the psychological aspects that can encourage humans to achieve goals. Someone who has an interest in an object, tends to give attention or feel greater pleasure to an object. However, if the object is not pleasant, then that person will not have interest in the object. Therefore, the level of attention or pleasure someone feels about the object is influenced by the high and low interest of someone.

So interest in one form of motivation in someone who needs to be developed to have a positive effect. And interest is a high desire for something to be achieved.

Learning

Ernes ER. Hilgard in Riyanto (2010: 4), defines learning as "someone can be said to learn if you can do something by means of exercises so that the person changes". While according to Hamalik (2010: 154) "learning is a change in behavior that is relatively stable thanks to practice and experience". According to Slameto (2010: 2) "learning is a business process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment".

Learning Achievement

Every end of the teaching and learning process, there are always learning outcomes that have been achieved by students called learning achievement. Through this learning achievement can be known the level of mastery of the child towards the material provided in the teaching and learning process. According to Ahmadi (2013: 33), "learning achievement is something that concerns learning outcomes or outcomes achieved by students measured through learning activities". According Tu'u (2004: 75) "Learning achievement is the mastery of knowledge or skills developed by subjects and usually indicated by test scores or numbers". According Hamalik (2010: 68) states that: "Learning achievement is something that is needed by someone to know the ability after doing activities that are learning, because achievement is a learning outcome that contains elements of assessment, work results and measures of skills achieved at some time". Surya (2008: 57) suggests "Learning achievement is all the results achieved skills obtained through a learning process based on learning tests". Sukardi (1985: 26) explains "Definition of learning achievement as a level of achievement achieved from various lessons that have been followed". Djamarah (2008: 114) states that "Learning is essentially a psychological process". Therefore, all psychological conditions and functions certainly affect one's learning. That means learning is not independent, regardless of other factors such as external factors and internal factors. "

Based on the description above, it can be concluded that learning achievement is the achievement of student learning outcomes in the form of values obtained after participating in teaching and learning activities given by the teacher to students through evaluation or assessment on a subject including Social Sciences subjects.

Muhammad Nu'man Somantri in Sapriya (2011: 7) "Social Sciences Education is a simplification of social science disciplines, State ideology and other scientific disciplines as well as organized related social problems".

RESEARCH METHOD

This study uses a survey method. Survey research is research conducted on large and small populations, but the data studied are the data and samples that he took from the population, so that the relative distribution of events were found, and the relationship between variables and psychological, survey research was conducted to take a generalizations made to be more accurate by using representative samples.

According to Singarimbun and Effendi (1999: 3). "Survey method is research that takes samples from the population and uses questionnaires as a data collection tool". According to Kerlinger (2000: 661) "Survey research is making accurate estimates of the characteristics of the entire population". According to Singarimbun and Effendi (1999: 4) that "the type of survey research consists of several steps including: (1) Exploration (exploratory). (2) descriptive (3) explanation (4) evaluation (5) prediction or forecasting (6) operational research and (7) development of social indicators "

The data analysis uses multiple regression analysis, to see the effect of two independent variables with one dependent variable. According to Sudjana (2005: 67) "In regression analysis, the main thing that is analyzed is a regression coefficient that is a number that shows the influence between variables that have a causal relationship and signify each other change". In this study there are three variables, namely the learning attitude (X_1), interest to learn (X_2). while the dependent variable is learning achievement in social studies subjects (Y). The data in this study were obtained based on the questionnaire of learning attitudes and interest in learning as well as the provision of achievement instruments for learning social science in junior high school students in Depok city.

RESULT AND DISCUSSION

Social Sciences Learning Achievement (Y)

Based on report cards as many as 71 students who have been taken as research samples, it is known the value of Social Sciences learning achievement of students with the lowest score of 78, the highest score of 96, average score of 86.17, middle value of 87, mode 80 with standard deviation value of 4.825 .

Table 1: Social Sciences learning achievement

Statistics		learning achievement
N	Valid	71
	Missing	0
Mean		86.17
Median		87.00
Mode		80
Std. Deviation		4.825
Skewness		.122
Std. Error of Skewness		.285
Kurtosis		-.945
Std. Error of Kurtosis		.563
Range		18
Minimum		78
Maximum		96

By observing table 1 above, it can be seen that the student report card average value is 86.17, this indicates that the Social Sciences learning achievement of private junior high school students in Depok is classified as good.

Learning Attitude (X1)

Learning Attitude Data were collected using questionnaires filled by 71 students, found the lowest score with a value of 58, the highest score with a value of 122, a mean score of 92.25, a median score of 93, a mode with a value of 88, and a standard deviation with a value of 11,543.

Table 2 : Learning Attitude data

Statistics		Attitude
N	Valid	71
	Missing	0
Mean		92.25
Median		93.00
Mode		88
Std. Deviation		11.543
Skewness		-.371
Std. Error of Skewness		.285
Kurtosis		1.031
Std. Error of Kurtosis		.563
Range		64
Minimum		58
Maximum		122

From the results of the above calculations, it can be seen that between the average and median values are almost the same, namely 92.25 and 93. This shows that the learning attitude data in this study is representative. This states that the attitude of learning private junior high school students in Depok is good. This indication is explained by the acquisition of an average score of 92.25.

Interest to learn (X2)

Data on learning interest were collected using questionnaires filled by 71 students as respondents, found the lowest score with 61, highest score with 120, average score with 97.46, middle score with 99, mode with a value of 92 and standard deviation with a value of 14,321.

Table 3 : interest to learn data

Statistics		Interest to learn
N	Valid	71
	Missing	0
Mean		97.46
Median		99.00
Mode		92
Std. Deviation		14.321
Skewness		-1.016
Std. Error of Skewness		.285
Kurtosis		.711
Std. Error of Kurtosis		.563
Range		59
Minimum		61
Maximum		120

By observing table 3 above, it can be seen that the average value of interest in learning is 97.46, this indicates that the interest in learning for private junior high school students in Depok is quite good.

Normality Test

To carry out a good regression analysis, it is necessary to have normal distribution research data.

Table 4: Normality Test

One-Sample Kolmogorov-Smirnov Test

		SIKAP	Interest to learn	Achievement DESAJARAN IPA
N		71	71	71
Normal Parameters ^{a,b}	Mean	92.25	97.46	86.17
	Std. Deviation	11.543	14.321	4.825
	Absolute	.110	.154	.126
Most Extreme Differences	Positive	.110	.082	.126
	Negative	-.103	-.154	-.104
Kolmogorov-Smirnov Z		.929	1.299	1.058
Asymp. Sig. (2-tailed)		.354	.068	.213

a. Test distribution is Normal.

b. Calculated from data.

From table 4 above the value of Asymp is known. Sig> 0.05, this states that the data to be used in this regression analysis is normally distributed.

Multicollinearity Test

The purpose of the multicollinearity test to test between independent variables is perfectly correlated. A good regression model should not have a perfect correlation between independent variables. The presence or absence of multicollinearity can be detected by looking at the variant inflation factor (VIF) or tolerance. If the VIF value is > 10 or tolerance < 0.1, multicollinearity occurs.

Table 5 : Multicollinearity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	83.104	5.460		15.219	.000					
Attitude	.119	.048	.284	2.483	.016	.254	.288	.282	.984	1.016
Interest to learn	.081	.039	.241	2.101	.039	.205	.247	.239	.984	1.016

Dependent Variable: PRESTASI BELAJAR IPS

The results of the multicollinearity test from the table above obtained the results of Tolerance $0.984 > 0.1$ or variant inflation factor (VIF) < 10 . This states there is no multicollinearity between attitudes of learning and interest in learning in this multiple regression analysis.

Heteroscedasticity Test

The condition of heteroscedasticity test can occur for cross section data, namely data obtained from respondents based on a certain time. Heteroscedasticity test can be carried out if the residual value of the observed data does not have a constant variant. Methods to find the presence or absence of heteroscedasticity of a data can be done by working on a standardized Residual scatter-plot with a Standardized Predicted Value (Y forecast). Figure 1 does not show any changes along the Y prediction, this can indicate that there is no heteroscedasticity with the existing error.

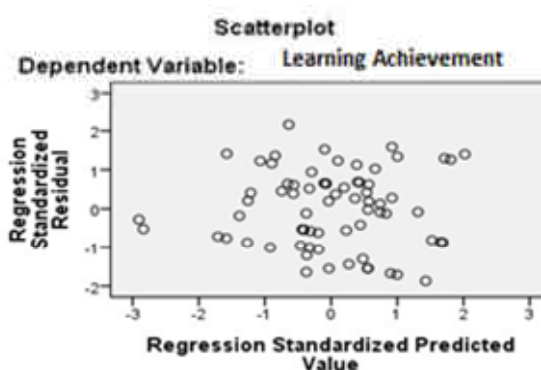


Figure 1: Heteroscedasticity Test

Gambar 1 menyatakan titik-titik Scatterplot menyebar secara tidak beraturan dan tidak menggambarkan pola tertentu, baik yang menyebar di atas ataupun yang menyebar di bagian bawah angka 0 sumbu Y. Kondisi ini menyatakan tidak terdapat heteroskedastisitas dari model regresi bersangkutan, maka Model Regresi dapat digunakan untuk meramalkan prestasi belajar IPS berdasarkan sikap belajar dan minat belajar.

Error Normality Test

Requirements for conducting a good regression analysis must be supported by research data that is normally distributed.

Table 6 : Error Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		71
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	4.52224710
	Absolute	.082
Most Extreme Differences	Positive	.082
	Negative	-.070
Kolmogorov-Smirnov Z		.691
Asymp. Sig. (2-tailed)		.727

a. Test distribution is Normal.

b. Calculated from data.

From table 6 states that the residual distribution hypothesis test from the regression analysis has a normal distribution. This is proven where the value of $Z = 0.691$ and $\text{Sig.} = 0.727 > 0.05$, meaning the requirements for regression analysis can be fulfilled.

Linearity Test

Linearity tests are carried out to determine the method of regression analysis whether the dependent variable (Y) and independent variables (X1 and X2) are in the form of lines.

Regression Linearity of X1 variable on Y

Regression linearity test of learning attitudes towards social studies learning achievement, as below:

Table 7: Linearity Regression of X1 variable on Y

ANOVA Table					
		Sum of Squares	df	Mean Square	Sig.
Learning Achievement + Attitude	(Combined)	753.260	30	25.109	.146
	Between Groups	105.493	1	105.493	.034
	Deviation from Linearity	647.767	29	22.337	.471
	Within Groups	876.712	40	21.918	
	Total	1629.972	70		

Based on table 7, it is known that $\text{Sig.} = 0.471 > 0.05$. This explains that learning attitudes with social studies learning achievement students have a linear relationship.

Regression Linearity of variable X 2 on Y

Learning interest regression linearity test on social studies learning achievement as below:

Table 8: Regression Linearity of variable X 2 on Y

ANOVA Table					
		Sum of Squares	df	Mean Square	Sig.
Learning Achievement + Interest to learn	(Combined)	658.005	33	20.000	.124
	Between Groups	68.629	1	68.629	.078
	Deviation from Linearity	789.376	32	24.668	.310
	Within Groups	771.967	37	20.864	
	Total	1629.972	70		

Based on table 8, the results of $F_0 = 1.182$ and $\text{Sig.} = 0.310 > 0.05$. This explains that the interest in learning with social studies learning achievements of students has a linear relationship.

Regression linearity of variables X1 and X2 on Y

Regression linearity test learning attitudes and learning interests with social studies learning achievements as follows:

Table 9 : Regression linearity of variables X1 and X2 on Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	198.422	2	99.211	4.713	.012 ^b
Residual	1431.550	68	21.052		
Total	1629.972	70			

Table 10 : Results of Calculation of Multiple Regression Equations of Variables X1 and X2 on Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	83.104	5.460		15.219	.000
Attitude	.119	.048	.284	2.483	.016
interest to learn	.081	.039	.241	2.101	.039

a. Dependent Variable: Achievement

The effect of Attitude (X1) and Interest to learn (X2) on learning achievement (Y)

$H_0: \beta_{y1} = \beta_{y2} = 0$, there is no influence of learning attitudes and learning interest simultaneously on social studies learning achievement

$H_a: \beta_{y1} \neq 0 \beta_{y2} \neq 0$, there is influence of learning attitudes and learning interest simultaneously on social studies learning achievement

From table 10. Stating that there is a significant effect of learning attitudes and learning interests simultaneously on social studies learning achievement. This is stated by the value of Sig. $0.012 < 0.05$ and $F \text{ count} > F \text{ table}$ or $4.713 > 4.00$.

Meanwhile, the multiple regression line equation can be expressed as $Y = 83.104 + 0.119X_1 + 0.081X_2$. This has the understanding that the influence of learning attitudes toward learning achievement is 0.119 or 11.9% and the effect of learning interest on learning achievement is 0.081 or 8.1%.

CONCLUSION

Based on the discussion concluded, there is a significant effect of learning attitudes and interests simultaneously on social studies learning achievement of private junior high school students in the city of Depok. This is evidenced by the acquisition of the Sig. $0.012 < 0.05$ and $F \text{ count} > F \text{ table}$ or $4.713 > 4.00$. The low influence of learning attitudes variable and interest in learning towards increasing student learning achievement demands that this research can be carried out on a larger and better scale.

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